**Lecture1. Pedagogical science and its place in the system of human sciences**

**Pedagogy** ([/ˈpɛdəˌɡɒdʒi/](https://en.wikipedia.org/wiki/Help:IPA/English)) is the [academic discipline](https://en.wikipedia.org/wiki/Academic_discipline) that deals with the theory and practice of [teaching](https://en.wikipedia.org/wiki/Teaching) and how these influence student [learning](https://en.wikipedia.org/wiki/Learning).[[1]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-CollinsED-1)[[2]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-CambridgeED-2)[[3]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-3) Pedagogy informs teacher actions, judgments, and teaching strategies by taking into consideration [theories of learning](https://en.wikipedia.org/wiki/Learning_theory_(education)), understandings of students and their needs, and the backgrounds and interests of individual students.[[4]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-:0-4)[[5]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-:1-5) Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish.[[4]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-:0-4)[[5]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-:1-5) Its aims may include furthering [liberal education](https://en.wikipedia.org/wiki/Liberal_education) (the general development of human potential) to the narrower specifics of [vocational education](https://en.wikipedia.org/wiki/Vocational_education) (the imparting and acquisition of specific skills).

Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as [learning](https://en.wikipedia.org/wiki/Learning) [goals](https://en.wikipedia.org/wiki/Goal) set by the student and teacher. One example would be the [Socratic method](https://en.wikipedia.org/wiki/Socratic_method).[[6]](https://en.wikipedia.org/wiki/Pedagogy#cite_note-6)

The word is a derivative of the [Greek](https://en.wikipedia.org/wiki/Ancient_Greek) [παιδαγωγία](https://en.wiktionary.org/wiki/%CF%80%CE%B1%CE%B9%CE%B4%CE%B1%CE%B3%CF%89%CE%B3%CE%AF%CE%B1#Ancient_Greek) (*paidagōgia*), from [παιδαγωγός](https://en.wiktionary.org/wiki/%CF%80%CE%B1%CE%B9%CE%B4%CE%B1%CE%B3%CF%89%CE%B3%CF%8C%CF%82#Ancient_Greek) (*paidagōgos*), itself a synthesis of ἄγω (*ágō*), "I lead", and παῖς (*país*, genitive παιδός, *paidos*) "child": hence, "to lead a child".

In ancient Greece, this function was carried out directly. Teachers were originally called slaves who accompanied their master's children to school. Later, teachers - this is already a civilian people who were engaged in the instruction, education and training of children.

It should be noted that each person by experience acquires a certain pedagogical knowledge, establishes certain relationships between various pedagogical phenomena. So, already primitive people had knowledge on the education of children, which were passed from one generation to another in the form of customs, traditions, games, everyday rules.

People's (folk, popular)pedagogy, arising as a response to the objective social need for education, conditioned by the development of people's labor activity, of course, can not replace books, schools, teachers, science. But it is older than pedagogical science, education as a social institution and initially existed independently from them.

**Object of pedagogy.** A.S. Makarenko - a scientist and practitioner, in 1922, formulated an idea about the specifics of the object of pedagogical science. He wrote that many people consider the object of pedagogical research of a child, but this is not true. The object of research of scientific pedagogy is "the pedagogical fact (phenomenon)". In this case, the child, the person is not excluded from the attention of the researcher. On the contrary, as one of the human sciences, pedagogy studies purposeful activity in the development and formation of its personality.

The subject of pedagogy is education as a real holistic pedagogical process, purposefully organized in special social institutions (family, educational and cultural-educational institutions). Pedagogy in this case is a science that studies the essence, laws, trends and prospects for the development of the pedagogical process (education) as a factor and means of human development throughout his life.

Pedagogical concepts, which express scientific generalizations, are called pedagogical categories in science. The main pedagogical categories are: **1) education; 2) upbringing; 3) training.**

**Education is:**

1) the result of learning, the assimilation of systematized knowledge, skills and ways of thinking;

2) a necessary condition for the preparation of a person for a certain work, for a certain type of activity.

The essence of education is sufficiently emphasized in the ancient aphorism: "Education is what remains when all that is learned is forgotten." Reading, encyclopaedic knowledge can not be identified with education, just as the presence or absence of a diploma of higher education is not always an evidence of an educated or uneducated person.

The amount of knowledge gained and the level of independent thinking divides education as follows: 1) elementary; 2) secondary; 3) higher education.

Education is usually characterized as a systematic and purposeful impact on the spiritual and physical development of the individual in order to prepare it for productive, social and cultural activities. In pedagogy, a narrow and wide understanding of this category is distinguished.

In a broad social sense, upbringing can be seen as a transfer of accumulated experience from the older generation to the younger. Experience includes everything created in the process of historical development (knowledge, skills, moral, ethical, legal norms). The lost links of culture are very difficult to restore.

In a narrow social understanding, education is the directed impact on the individual of public institutions in order to form certain knowledge, views and beliefs, moral values, and political orientation.

In modern society there is a whole complex of educational institutions:

1) a family; 2) friends; 3) educational institutions; 4) the mass media;

5) Literature; 6) art; 7) law enforcement agencies, etc.

Training is a specially organized, purposeful and controlled process of interaction between students and teachers, through which the learner acquires knowledge, skills, a variety of skills. As a result of training, a certain worldview and thinking are formed in a person, mental forces, potential abilities and opportunities develop.

The basis of training composes: 1) knowledge; 2) abilities; 3) skills.

Knowledge reflects the objective reality in the form of facts, concepts, ideas and laws of science. They summarize the experience accumulated by mankind.

Thanks to skills, a person can consciously and purposefully translate theoretical knowledge into practical activity, relying on life experience and acquired skills.

Skills are components of practical activity. They are manifested when performing the necessary actions, perfected through repeated exercises.

The place of pedagogy in the system of human sciences can be revealed in the process of considering its links with other sciences. Throughout its existence, it has been closely associated with many sciences that have had an ambiguous impact on its formation and development.

The connection between pedagogy and philosophy is the longest and most productive, because philosophical ideas produced the creation of pedagogical concepts and theories, asked a foreshortening of pedagogical search and served as its methodological basis.

The connection of pedagogy with psychology is the most traditional.

Requirements to understand the properties of human nature, its natural needs and opportunities, take into account the mechanisms, laws of mental activity and personality development, build education (education and upbringing), consistent with these laws, properties, needs, opportunities put forward all outstanding teachers.

The connection between pedagogy and medicine has led to the emergence of correctional pedagogy as a special branch of pedagogical knowledge, the subject of which is the education of children who have acquired or inherent deviations in development. It develops in a relationship with medicine a system of means by which a therapeutic effect is achieved and positions, roles, values ​​that facilitate socialization processes compensating for existing defects or reducing their severity are acquired.

The development of pedagogy is also associated with the sciences that study man in society, in the system of his social connections and relations. Therefore, it was not by chance that stable interactions were established between pedagogy, psychology, sociology, economics, political science and other social sciences.

The relationship between pedagogy and economics is complex and ambiguous. Economic policy at all times was a necessary condition for the development of public education. An important factor in the development of pedagogy is the economic stimulation of scientific research in this field of knowledge.

The connection of these sciences has served to isolate such branch of knowledge as the economics of education, the subject of which is the specificity of the action of economic laws in the sphere of education.

Relations between pedagogy and sociology are also traditional, since both the first and the second are concerned with the planning of education, the identification of the main trends in the development of various groups or strata of the population, the laws of socialization and the upbringing of the individual in various social institutions.

The connection between pedagogy and political science is due to the fact that educational policy has always been a reflection of the ideology of the ruling parties and classes, reproducing it in conceptual schemes and theories. Pedagogy seeks to identify the conditions and mechanisms for the emergence of man as a subject of political consciousness, the ability to assimilate political ideas, attitudes, political outlook.

The development of links between pedagogy and other sciences leads to the identification of new branches of pedagogy-border scientific disciplines. Today, pedagogy is a complex system of pedagogical sciences. Its structure includes:

general pedagogy, which studies the basic laws of education;

age pedagogy - preschool, school pedagogy,

adult pedagogy, - studying age aspects of education and upbringing;

Correctional pedagogy - teaching of the deaf and hard of hearing: tiflopedagogy (training and education of the blind and visually impaired), oligophrenopedagogics (teaching and education of mentally retarded and children with mental retardation),

speech therapy (teaching and education of children with speech disorders);

private methods (subject didactics), exploring the specifics of the application of general patterns of teaching to the teaching of individual subjects;

history of pedagogy and education, studying the development of pedagogical ideas and practices of education in different epochs;

general, military, sports, higher school, pedagogy

The process of differentiation in pedagogical science continues.

the philosophy of education, comparative pedagogy, social pedagogy, etc